



**General Certificate of Secondary Education
2012**

Religious Studies

Paper 2(b)

**The Christian Church with a
focus on the Protestant Tradition**

[GRS22]

TUESDAY 15 MAY, AFTERNOON

MARK SCHEME

General Marking Instructions and Mark Grids

Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [10] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1]–[3])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([4]–[7])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([8]–[10])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses of an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

Section A

AVAILABLE
MARKS

Answer **all** questions

1 Church Architecture

- (a) (i) 1. The sermon is preached from here.
(AO1) [1]
2. Bread and wine are placed on it.
(AO1) [1]
3. The bible is read from here.
(AO1) [1]
- (ii) 1. Bible.
(AO1) [1]
2. Prayer Book
(AO1) [1]
Accept valid alternatives
- (b) Answers may include:
- different styles of architecture reflect the different beliefs and practices of traditions
 - barn style churches are very plain in style and have the pulpit as the main focal point
 - circular churches highlight the equality of all the people who worship there
 - cruciform churches are cross shaped which emphasises the death of Jesus on the cross
 - church with a tower symbolises strength and a place of refuge
 - church with steeple reflects the importance of prayer
 - style could reflect the period of history when it was built.
- Accept valid alternatives
Mark in levels
(AO1) [5]
- (c) Answers may include:
- it would be cheaper financially to maintain one church building rather than several churches
 - the different Christian traditions could focus on their similarities rather than their differences
 - one church building in an area emphasises its importance in the community.
- On the other hand:
- different church traditions may not be able to agree on the timings for each church service
 - the church layout can be different for each church tradition
 - will not fully reflect the key features of different church worship styles unless the furnishings can be easily moved and adapted.
- Accept valid alternatives
Mark in levels
(AO2) [5]

15

2 The Reformation

(a) (i) e.g. Martin Luther, John Knox, John Calvin.
(AO1) [2]

(ii) Answers may include any two of the following

- the bible is the source of authority not the church
- the purchases of indulgences
- the bible to be written in a local language
- a concern about Church teaching on salvation and to stress that salvation was by faith alone
- priesthood of all believers.

(AO1) [2]

(iii) Henry VIII.
(AO1) [1]

(b) Answers may include:

- many of the teachings are out of date, e.g. women priests/bishops and some teachings need to be reviewed in the light of society today
- the church should be more relevant to the modern world, e.g. through technology
- numbers attending church services is falling so the church needs to meet the needs of those who have “fallen away”
- there have been major changes to the church in the past, e.g. Reformation, Second Vatican Council
- style of worship and the use of buildings could be different
- greater use of lay people in public worship.

On the other hand:

- the gospel message cannot be changed
- it is the people who must change and not the church
- a more liberal church may cause believers to leave
- church needs to cater for different types of people and find a balance when dealing with different age groups.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

3 Worship

(a) Answers may include:

- hymns and choruses, whether traditional or modern, are used in worship to praise God and convey Christian teaching
- psalms are songs of praise found in the Bible and are sometimes sung in Church worship
- many churches have a choir or praise band to lead the people in worship
- music played on the organ or piano can also play an important part in leading the congregation in worship.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- a summary of the key beliefs of Christian faith
- it gives factual clarity especially against heresy
- it gives a summary of the life of Jesus
- it emphasises the teaching about the Trinity
- by memorising and reciting it in church services the congregation reinforce what they believe.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- the early Christians met on the first day of the week (Sunday) and Christians today do the same
- there was a mixture of hymn singing, prayers, and instruction which also take place in the 21st century
- the early church met in each others homes and today there has been an increase in home church groups especially for Bible study.

On the other hand:

- there were no clear roles in the early church which the church has today
- it is evident from St Paul's letter to the Corinthians that some members were not being respectful therefore this does not set a good example for the 21st century.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Church Government

(a) Answers may include:

- the organisation, preparation and delivery of church services
- to carry out key ceremonies, e.g. baptism, marriages, funerals
- to look after the spiritual needs of their parishioners
- pastoral care of their parishioners, e.g. visit the sick and housebound, help those in need
- to be involved in various committees, e.g. Boards of Governors, interdenominational groups
- minister to all age groups.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- most church leaders do not engage in inappropriate behaviour and are good honest role models
- church leaders do try to connect with young people through youth groups, e.g. Boys and Girls Brigade
- church leaders follow the example of Jesus to help others in need and encourage young people to do the same
- some churches employ youth leaders to do specific work among the youth and the majority are excellent role models.

On the other hand:

- recent revelations of clergy abuse towards children
- allegations of clergy misusing church funds
- young people see church leaders as being out of touch and too old to relate to
- young people are more attracted by high profile sporting and music personalities.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

Section B

AVAILABLE
MARKS

5 The Role of the Church in Contemporary Society

- (a) Mark in levels according to the knowledge and understanding shown about the chosen organisation, e.g. Corrymeela
Accept valid alternatives
Mark in levels
(AO1) [5]

- (b) Answers may include:
- community events can be held here, e.g. music festivals/concerts
 - setting up of community services to support groups for the elderly, homeless, mother and toddler, youth
 - may also employ members of the local community if the church building is a tourist attraction, (e.g. a famous person may be buried in the graveyard)
 - the geographical setting of a church makes it stand out in the community.
- Accept valid alternatives
Mark in levels
(AO1) [5]

- (c) Answers may include:
- the church leader should strive to emulate the words and actions of Jesus and he can do this through the sermon, e.g. Jesus spoke out against the immoral behaviour of the traders in the Temple, Jesus often came into conflict with the religious leaders and their treatment of the poor, sick and outcasts
 - church leaders should challenge their congregation to think of the moral position of political leaders and their policies when they are voting in an election
 - church leaders should emphasise the church's teaching on moral actions such as abortion, euthanasia
 - Old Testament prophets commented on social, moral and political issues and so should church leaders today
 - the leader could deal with stewardship, the treatment of the environment.

On the other hand:

- the main task of a church leader should be to preach and explain the scriptures in relation to the present
- the focus should be to ensure their congregation can gain salvation and as a result increase God's kingdom
- there could be a danger that a church leader show allegiance to a particular political party and therefore cause conflict with members of their congregation.

Accept valid alternatives
Mark in levels
(AO2) [10]

20

6 Baptism

(a) Answers may include:

- Believer's baptism starting with a hymn
- a short talk on the meaning of baptism
- the testimony of the person being baptised
- person and the minister/pastor enters the baptismal tank
- minister/pastor states, "On profession of your faith, I baptise you in the name of the Father, Son and Holy Spirit"
- immersion takes place
- Infant baptism should consider the role of the minister and the parents/godparents
- vows and promises taken by the parents/godparents including the Apostles' Creed
- water being placed on the child's head and the words said "I baptise you in the name of the Father, Son and Holy Spirit"
- congregation welcome child into church family, parents are reminded of their responsibilities and prayers are said for the family.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the young person is making the vows made on their behalf at infant baptism for themselves
- they are now a full member of the church and are now allowed to take the bread and wine at a communion service
- at a Confirmation service a bishop prays that God's Holy Spirit be upon them
- people are making a personal, public declaration of their Christian faith and a commitment to lead a Christian life.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- the child deserves the right to be welcomed into the family of the church
- if the church refuses the family may decide to have nothing more to do with religious institutions, whereas doing the baptism may encourage the family to make a bigger commitment and take the baptismal vows seriously
- they should obey Jesus' command regardless of the circumstances
- the godparents or grandparents of the child may be committed Christians and will see to the spiritual development of the child.

On the other hand:

- the parents may only be making only a nominal commitment to the promises and so will not set a good example of Christian living
- the church should ask for certain guarantees before any baptism is considered and the promise that the parents will be more regular in worship
- better to leave it to the child and let them, when they are mature enough, decide whether they get baptised as a profession of faith

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 Church Festivals

(a) Answers may include:

- the death and resurrection of Jesus
- the triumphant entry into Jerusalem
- the first communion on Maundy Thursday
- the sacrifice of Jesus on the cross at Calvary.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the promise made to Noah that seed time and harvest shall not fail has been fulfilled
- to remember the Creator God
- to give thanks for God's many blessings and for the food people have
- to remember those who are less fortunate and to do something to help them
- to think about the spiritual harvest.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christmas has become more commercialised
- children associate Christmas more with Santa Claus rather than the birth of Jesus
- some people are more concerned with parties and presents
- shops have Christmas departments open from August
- Christmas cards contain cartoon characters rather than religious images
- some businesses have "banned" the giving of Christmas cards so as not to offend other religious groups.

On the other hand:

- you can still give presents and join in church celebrations
- schools and churches have nativity plays and carol services
- Christians are reminded of Jesus' poor background as they help others, e.g. appeals such as the Salvation Army, SVP and the Shoe Box appeal
- many Christians still send religious Christmas cards.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

Total

100